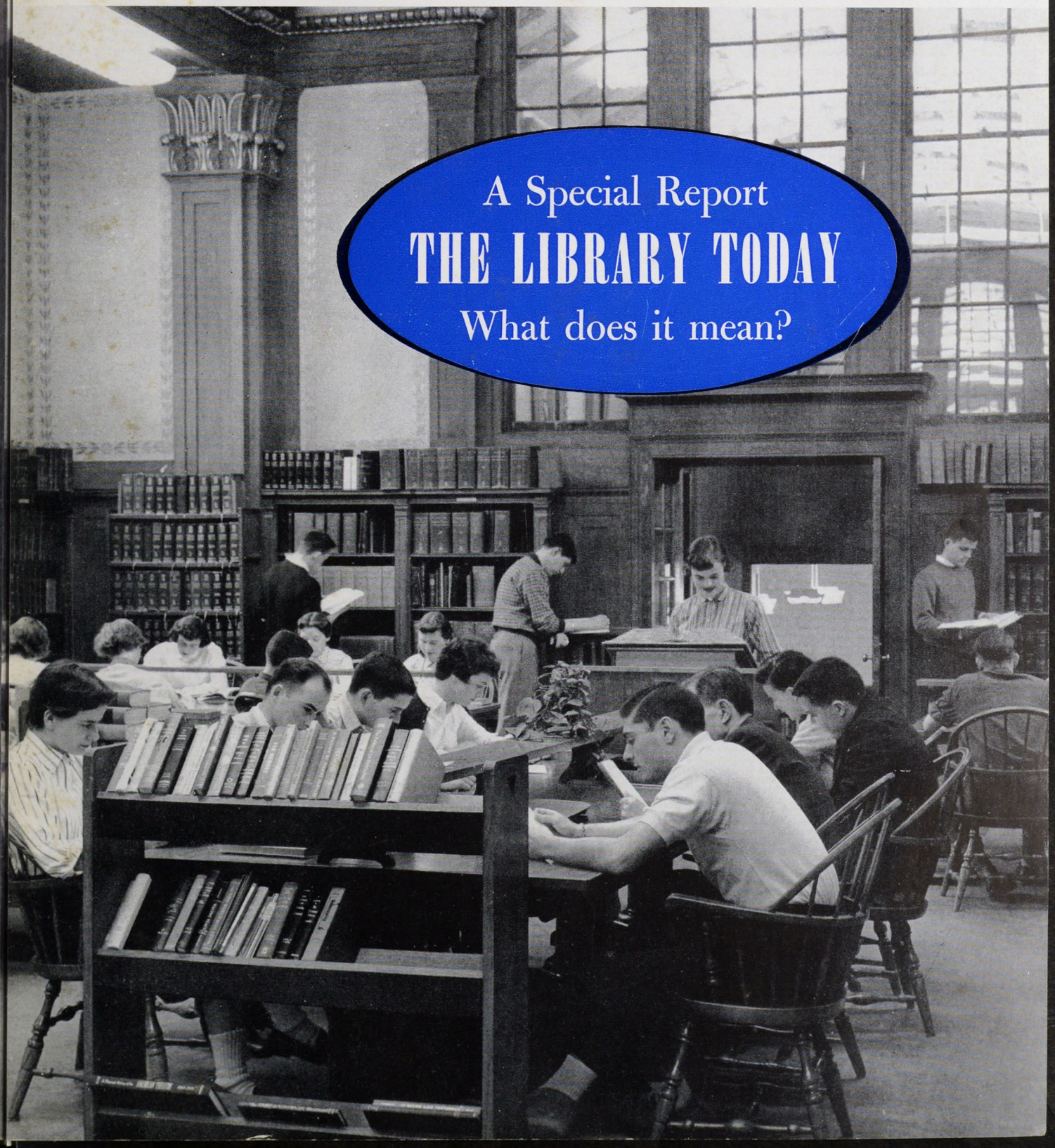
MIDDLEBURY COLLEGE

Fall 1958

Your Family and Middlebury

SENT BY THE COLLEGE TO MIDDLEBURY PARENTS AND FRIENDS



A Special Report

THE LIBRARY TODAY

What does it mean?

the PRESIDENT'S Page

Freshman Address delivered by President Stratton on Sept. 14, 1958.

In welcoming you, the Class of 1962, which I do most sincerely, I can say that you are a unique class. Of course I can say this year after year, and I have. I can say that you are unique because this year you come from 26 different states and the District of Columbia and several foreign countries, and from 260 different schools, divided about equally between public and private schools. Seventeen members are sons or daughters of Alumni, and 29 of you are related in other ways to Middlebury graduates. One of you is the great great grandson of an alumnus of the Class of 1832, and another is a great granddaughter of a former trustee of the College. Thirty-one of you were first or second in your Secondary School class, and 67 of you were members of scholastic honor societies. From your records I also note among the men 27 captains of sports, 17 class presidents, 21 newspaper editors, and such divergent hobbies as broncho busting and reptile collecting. I might add that there are no married men in the freshman class. Without quoting statistics, I know that there are among you skiers and skaters, musicians, and talented actors and actresses.

But these statistics differ only slightly from previous years, and as a matter of fact, we are proud to say that in general you conform to a pattern of intellectuality, character, and motivation that Middlebury College had set as its standards long before you thought of higher education.

However, in one sense truly you are unique. You are the first class to enter Middlebury since *Sputnik I* propelled all of us into a space age. Whether you realize it or not, this does differentiate you from all previous college generations.

This is true, but not merely because man's exploration of outer space delineates a new era as did, for example, the invention of the steam engine in the 18th century. If our own scientists had launched the first space rockets, I venture to wish that for your college generation the impact of the orbiting satellites would be felt no more or no less than, say, the invention of television. It was the shock to our pride and smugness, the feeling that we had forfeited our leadership in science, in know-how, and even in production that turned our searchlights first on education of scientists and then on our entire educational program from grade school through the universities. The reappraisal of education that has ensued has not been confined to professors. Congress had enacted a law providing Federal scholarships and loans and provisions for the improvement of teaching of science and language. Local school boards have analyzed high school curricula and have inveighed against such frills as courses in baton twirling, good grooming, life adjustment, safe driving, etc. *Life Magazine* devoted an entire issue to the crisis in education, comparing the education of a young Russian with that of an American high school boy in Chicago.

We accuse ourselves of the cult of mediocrity and of scorning the egg-head; of making no provision for acceleration for the brighter and more serious students in the great adventure of learning. I shall not take time to comment on the validity of our "agonizing self appraisal." I shall affirm, however, that to every college or university worthy of being designated an institution of higher education, there recently has come a sense of urgency. We feel a deep responsibility, in a sense a national obligation to protect, to enhance, or re-vivify the intellectual atmosphere of our campuses. A good college is tooled up not only to impart knowledge but more importantly to develop in the student a zest for learning and the self desire to improve his ability to make discriminating judgments in facile phrases both written and oral.

Last spring a group of Middlebury faculty members spent many hours in discussing together and with students ways and means for bringing to all students a deeper understanding of the intellectual life. It was, I think, an attempt to re-evaluate the role of both teachers and students in our joint enterprise of stimulating intellectual curiosity, maturity, and responsibility.

This increased awareness on the part of both students and faculty, of the national responsibility to utilize our resources economically and effectively for intellectual development will have a unique impact on your college generation. It does not mean, that you are to become the martyr of a faculty crackdown or of suddenly stiffened requirements for passing grades. I cannot believe that your faculty would be so naive as to believe that our intellectual environment or your interest in self-improvement could be enhanced by such devices. It will mean, however, that we can permit space in our classrooms, dormitories, or fraternities only for those students who daily give evidence of a sincere desire to use the resources of this campus for self education and intellectual growth. In short, in the interest of national survival, we recognize the urgency in selecting and educating at the college level only the more able and purposeful students.

In still another way, however, the Class of 1962 enters upon a new era. I refer to the sharply increased costs of education you face and to the further increases you will face before graduation. Such increased costs are present in both private and state institutions. Students, or their parents, pay, however, only a part of these costs despite the increased tuition charges. In the state universities the taxpayers put up the funds to meet the difference in charges between instructional costs and tuition paid. In private institutions, in Middlebury, individuals—Alumni and friends—or foundations or business corporations give the funds which help to pay your costs. I am not referring to scholarships, which also come from the sources named above. I am reminding you that for every semester, for every day you spend in college, it costs more to provide you with educational facilities than the full amount you pay on your term bill. Each day and each month Middlebury graduates make gifts, frequently modest gifts, which mean sacrifice. They do so with the knowledge that this College must provide you with instruction and facilities befitting the stature of this institution and [*Continued on page* 22]

The Library Today . . .

THIS issue of YOUR FAMILY AND MIDDLEBURY is devoted to the "*Library Today and What it Means to You.*" In this issue an effort is made to define a library and to give some feeling of the fountainhead that books can become, not only for the members of a college community but for all people who want to grow—adults, teen-agers and children. It is hoped that readers will find significance in each of the library articles.

Of course members of the Middlebury family are concerned with the place that their College Library plays today. Parents wish their library to be the heart of the College and large enough and strong enough to pump the blood of learning to all parts of their Alma Mater, day in and day out, without obstruction or obvious strain. At the present time the Egbert Starr Library on the Middlebury campus is not large enough or strong enough to fill this important role. It is an excellent college library. But library facilities adequate in 1928 when the College had 650 students and 80,000 volumes are no longer adequate for Middlebury today with 1250 students and 225,000 volumes.

Adequate library facilities require greatly increased physical space—more reading area for students and more shelf area for books. Particularly pressing is the urgent need for increased space for reading and study. Present seating capacity in the Library is 163, providing reader capacity for only 13% of the student body at one time.

Adequate reading and study facilities for students at a liberal arts college like Middlebury require a minimum seating capacity of 450 to provide for at least 35% of the student body.

The present main reading room is a traffic center and thoroughfare since students must pass through it to get to the catalogs, the stacks and the reserved book rooms. As such it is not only inadequate in its seating capacity but also noisy and inefficient for study and concentration.

Inadequate facilities in the present book stacks cause two serious problems in Middlebury's library service. Namely: 1) Insufficient space for proper shelving of 225,000 volumes. Currently over 32,000 of the Library's books are in temporary storage in the basement of the Library and other College buildings. This creates difficulty in getting to the books for study and risks damage from mildew and dampness; and, 2) Lack of study and reading areas in the stacks. Effective study and research requires that students and faculty not only have easy access to books but also study tables or reading cubicles for convenient cross reference study and active browsing.

Currently, there is no longer room in the stacks for both books and readers. The great need for all possible shelving area precludes study or reading areas for Library users.

Since 1952 Middlebury's Library, its facilities and its needs have been studied by Dr. Joseph Wheeler, Library Consultant and former Librarian at the Baltimore Public Library. Dr. Wheeler's studies indicated an inescapable and urgent need for [*Please turn to next page*]

Parents Day Is A Great Success

MORE than 1000 Parents from many sections of the country journeyed to Middlebury on the weekend of Oct. 24–26 to participate in the most successful Parents Day in the history of the College on Saturday, Oct. 25th.

Parents of members of the Freshman Class attended in the largest numbers. Next in order came Sophomore, Junior and Senior Parents.

Saturday was a very busy day for the Parents as they attended classes in the morning and an Art Exhibition at Carr Hall. Prior to the football game in the afternoon at Porter Field, Parents enjoyed a buffet lunch at the Memorial Field House. The afternoon's football score was—Middlebury 18, Rensselaer Polytech 0.

Following the game a reception was held for Parents by President and Mrs. Samuel S. Stratton in the Grand Salon of the Chateau.

In the evening Parents enjoyed attending the play "Skin of Our Teeth" in the Middlebury College's new and spacious Wright Memorial Theatre.

Your Family and Middlebury

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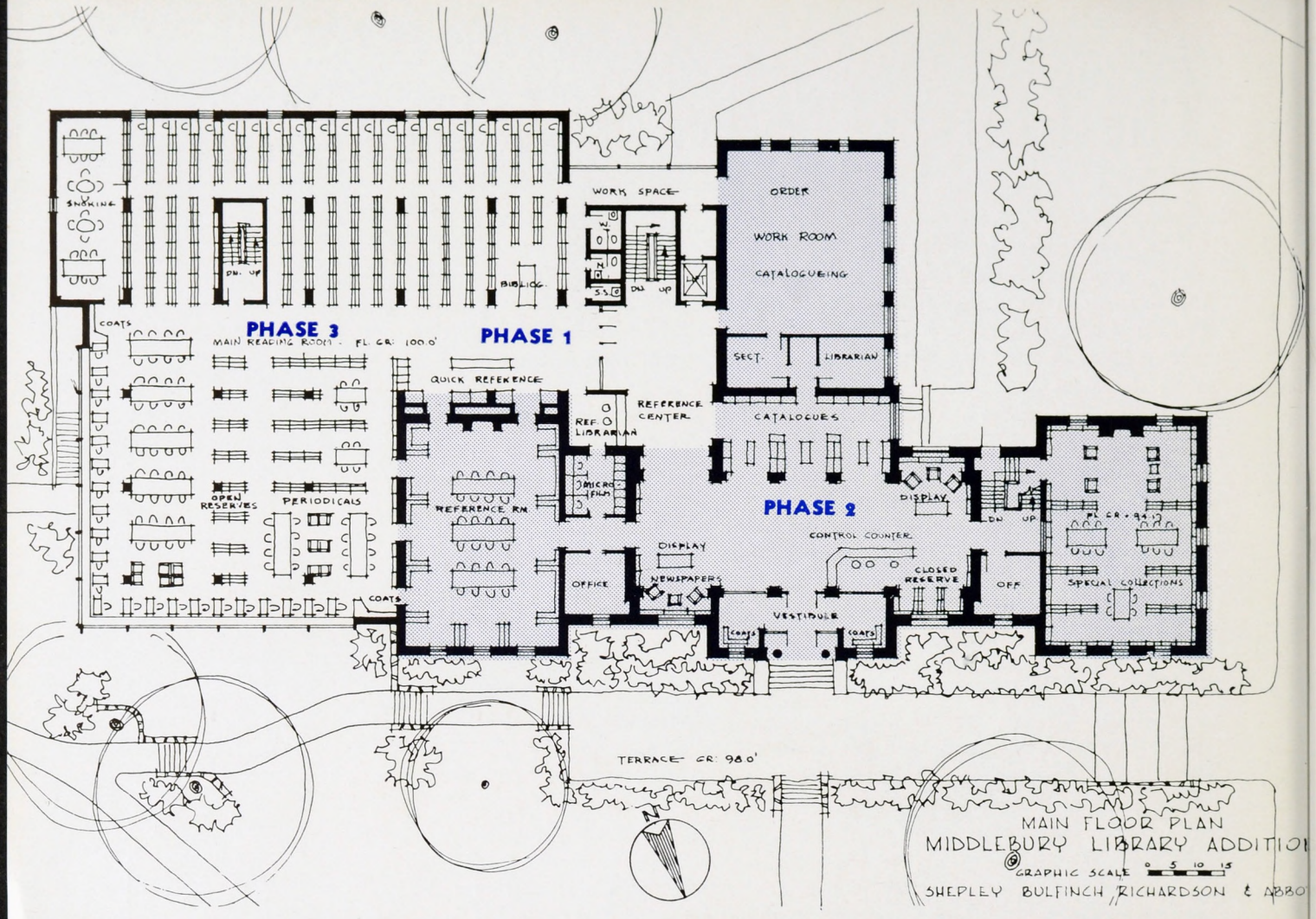


■ The three phases of the Middlebury College Library Project are shown on this main floor plan with the present library area shaded to show additional area and facilities needed. Construction has already started on Phase I which will help alleviate a serious need for more space for readers. But it will contribute little toward making more effective library facilities available until Phase II, the renovation of the present Library, and Phase III, the new Reading Room and extended stack area, are completed.

increased library space to make available adequate library facilities.

A year ago the firm of Shepley, Bulfinch, Richardson and Abbott, architects for the Lamont Library at Harvard University, were retained to develop plans to provide Middlebury with the library facilities so badly needed. Such plans have now been developed. They make available adequate and modern facilities by remodeling the present building and constructing an addition that will add 34,000 square feet, doubling the size of the present building. The dignity and character of the present building will be retained but the addition and renovation will make available all the modern facilities and efficiency that effective library service requires. The old and new areas will form an attractive and functional library.

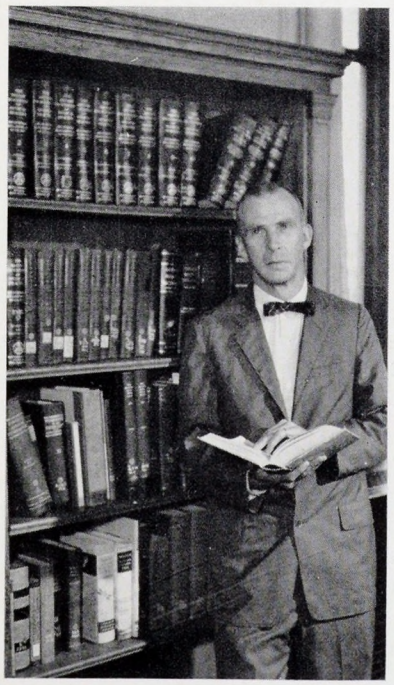
Plans were developed in accordance with three guiding principles: 1) Economy—by use of the present building and by providing essential space, not luxury, in facilities; 2) Efficiency—by emphasis on effective service to students and faculty. The special objective throughout is to maintain Middlebury's educational philosophy of providing its students with maximum exposure to books in an atmosphere inviting study; 3) Flexibility—with movable stacks and reading areas that will allow expansion or contraction of facilities in accordance with future changes in the requirements or developments in the various intellectual disciplines.

Middlebury's need is so urgent that immediate support is necessary to acquire the funds necessary to make available adequate library facilities for a college of its size.

The Library In The Liberal Arts College

". . . the chief physical resource of the college is its books . . ."

By Wyman W. Parker, '34
Caleb T. Winchester Librarian, Wesleyan University



■ Wyman Parker is not only an alumnus of Middlebury, but is also a former librarian of the College's Egbert Starr Library.

President James A. Garfield remarked at a Williams College alumni dinner that his ideal of a college would be fully met by a log in the woods with a student at one end and Mark Hopkins at the other. Garfield might have easily saved his statement from an implication he did not intend by adding of course, that, the log was balanced on a fulcrum of books.

Indeed, the chief physical resource of the college is its books for they contain the intellectual substance which is the primary concern of the institution. Fortunately in the United States the library has always been an integral part in the development of an institution of higher education, there now being nearly two thousand libraries dedicated to this work. It was no accident that John Harvard's endowment for Harvard in 1634 included his personal library nor that the ten divines who established Yale in 1700 each brought books to the organizational meetings to found the library concurrently with the institution.

Every advance into the future is based upon the achievements of the past. In a large degree education consists in allowing each generation to become aware of what has been discovered, felt, and thought by previous generations. Man differs from the animals in that he possesses a written record. This record is a tremendous possession without which it is impossible to conceive of modern government, philosophy, science, or medicine. Naturally, the library is central in the preserving and transmitting process called education.

The library in the college has two basic functions: to collect pertinent books and to make these books easily available to its patrons. In collecting books the college library primarily meets the needs of the curriculum and thereafter enriches the areas where advanced study may be offered. In housing these books, the library is obliged not only to arrange (classify) and index (catalog) them but also to provide adequate space where they may be easily consulted (stacks and reading rooms.)

There has been an astounding increase in the degree of civilization averaged over all the nations of the earth. From 1700 on it has become rapid and breathtaking, leading to the discovery of atomic forces and of nuclear energy. It is, of course, not possible to pass this entire body of knowledge on to each individual in the course of a college career. Specialization comes later, for the college curriculum is devoted to those disciplines which

we feel are central in our culture. This requires a vigorous selectivity of the material presented within the curriculum and, indeed, within the classroom. A more generous kind of selectivity is exercised in the choice of books for the college library for, due to the proliferation of publication, no library can afford to buy or house everything that is currently printed. But the library within the college must have a plentiful supply of books to amplify and question, annotate and explicate, equate and categorize those subjects which are considered worthy of primary attention.

An extension of collecting for the course of studies of a college is logically in those areas where advanced work for honors and graduate degrees may be offered. Then the library must provide generously, even handsomely, for students who need to become acquainted with the entire scope and most of the complexities of their subject. Here the library should hold scholarly books in various languages, files of basic and peripheral periodicals, transactions of the learned societies, and even ephemeral material.

The book requirements of the curriculum are not solely met by supplying such books as the undergraduates might need. Faculty members must have readily available enough books and periodicals to enable them to keep up with new developments and theories in their respective fields and to allow them to develop new avenues of knowledge in their own or related disciplines. The professor must rely on the library for a large percentage of the continuing intellectual stimulation necessary to impart freshness to teaching and to his contacts with colleagues. The college library should even attempt to secure those research materials which are available within reason for specific professorial research. Most college instructors undertake current publication while teaching so that some of their materials must be found on campus. For the more expensive less-used authorities, vacation visits to research libraries usually suffice, while sabbatical leaves are devoted to trips abroad to the great libraries of the Continent for unique materials not available in America.

WHILE the primary purpose of the library within the college is to enrich and reinforce the curriculum, the library's resources should also embrace more than a superficial coverage of those subjects, not offered in formal courses which form part of our cultural heritage. Some knowledge of the amenities of history which civilized people have in common give an education in a larger sense. Such peripheral interests may be developed in a well-stocked library almost by chance. The *chance* is the interest of a student, for in a well-ordered library the materials are there by design to capitalize on just such opportunity.

One thinks of those rich and romantic engravings of the ancient monuments of Rome by Piranesi that may lead a curious student to an exploration of the civilizations of antiquity, or to an understanding of the processes used in the graphic arts. Caricatures by Max Beerbohm may provoke a closer study of nineteenth-century literary personages whose foibles are so cleverly epitomized, or to a discovery of the great names in caricature from Goya, Garvani and Daumier to our contemporary David Low, or to an appreciation of the impact that the cartoon can exert. An eighteenth-century edition of Boswell may induce an interest in Johnson, or in the art of biography, or to an investigation of eighteenth-century life through the recently discovered Malahide Papers. An early Shakespeare folio might lead another to a study of book rarities, or to some understanding of the process of printing plays in the seventeenth century. By following any likely progression the student has revealed to him what Kenneth Grahame describes as "the wide wonder of the world." Surely such an awakening will broaden the student and enrich the man. Thereafter comes the discovery that information gleaned in this fashion is not so tangential after all, and it may become quite central to a phase of one's career. This approach to a total education is well described in the early chapters of Lincoln Steffens' *Autobiography*. Jack London has created a powerful novel, *Martin Eden*, as the result of his own conversion to this world of knowledge.

THE college library, being a repository of fact, must contain up-to-date books of a general nature in all areas to satisfy the inquiring mind. Not only must the library thus be all-embracing in a modest way for current facts but the library also usually becomes a specialist in one or more small areas by maintaining a rare book collection. Here one can follow the development of important discoveries as first viewed in print and can observe the contemporary and successive editions from medieval to modern times. Here too one may gain an insight into what fascinates the connoisseur, the rare book dealer, and the bibliophile. Usually such rarities are presented to the college by friends

or alumni who have had the vision and pleasure of creating a collection, no matter how exotic, specialized or rare, which in itself has definite meaning. It is the library's privilege to maintain and use such with care to see that its usefulness is enhanced not impaired by the passage of years.

The other basic obligation of the college library is to house properly the book collection. This not only includes the efficient shelving of books but also obliges the generous provision of reading and consulting areas for the maximum use of the books. The shelving must be adequate for the logical and coherent arrangement of the existing book collection and must provide as well for the yearly growth which is essential to enrich and keep the collection current.

Equally important is the area, near the books, where they may be consulted. Attractive reading and study rooms are a necessity for the proper presentation of this most essential concern of the college. Certain books cannot be removed from the building because of their general usefulness, rarity, fragility, or cost. Expensive reference tools, encyclopedias, directories and bibliographies are ordinarily consulted within the building, many with the guidance of trained librarians. These are shelved in a reference room which requires quiet areas supplied with consulting and working tables well lighted. The rare books must have special surveillance and may only be consulted in appropriate sections. Browsing areas should have comfortable seating adjacent to inviting selections of books. Individual carrels for honors work, studies for research, seminars for classes with books and reading and study areas within the bookstacks are essential. The librarians need working space for the preparation of books—marking, cataloging, checking—to service the collection. None of these functions can be slighted in the well-organized library.

Overcrowded, outmoded, and consequently dirty, unhealthy and inefficient laboratories and gymnasia are ugly sores that are not tolerated for long on the campus. More essential and more vital to the intellectual temper of the college is provision for the library. A handsome building alone cannot fulfill the academic needs of a college—the building has to accommodate all the library functions vital to an intellectually alert community. Such a building must contain a carefully nurtured book collection which is fully useable within the building in proper working areas. Then only will the college library take its proper place as an educational force on campus.

The library in the college is more than an adjunct to teaching, it is the common source from which both student and professor draw sustenance. It is an ever flowing fountain, or one may prefer the figure the London bookdealer Henry Stevens of Vermont used. In writing to the historian John Fiske he said, "The *Tree of Knowledge* grows now in the Centre of the Reading Room of the British Museum in a huge pot. You have only to shake it and down the ripe fruit drops." Through the college library, student and professor engage together in an imaginative exploration of the past toward a search for truth. The student begins to develop some critical intelligence as he finds that he too may draw freely upon this bountiful source to confound his classmates and delight his professors. The materials are fully and impartially available to all; the use one makes of them depends entirely upon the mental equipment one brings.

There was the southern newspaper editor who conducted a contest to discover the book that had most influence upon his readers. The contest was won by a college student whose answer embraced two books with bipartisan practicality. The prize answer was: The books that have helped me most are my mother's cookbook and my father's checkbook. This may not be as far away from the essence of libraries as one might think. It shows that different people go to books for various things. Those interested in the trades go to books for specific facts and tool knowledge. Some go to libraries for amusement and relaxation. One goes to books to find out the nature of society. Many go to literature that it may reveal to them some insight into human nature. From this, the fortunate realize the ultimate, which is self-knowledge. The study of man has continually intrigued man through the ages. There can be no deeper satisfaction than an appreciation of the workings of man's mind with the concomitant recognition of the forces which motivate thinking man. Through a library one can achieve a perspective from the selected concentration of the past. The educated man, through a knowledge of the past, has an insight into the present, thus gaining wisdom which is essential to project a livable future.

The college student who learns to use the library intelligently has made great strides toward his ultimate adjustment with life. Not only has he acquired the key to his major [*Continued on page 22*]

Science and the College Library

"a large central Science collection is important"

By John H. Ottemiller, '38
Associate University Librarian at Yale

■ Anne Martin,' 59, and Bill McNeil, '61, studying atlas in Starr Library Reference Room.

Many words have been written and spoken recently about the crisis in the teaching of science in the United States. The controversy increased by October 4, 1957, the date of the first satellite, which may well go down in history as the inauguration of the "Space Age." For the first time the United States in particular and, indeed, the free world suffered defeat in a field in which America had been considered to be supreme —the application of science to technology. Politicians, government officials, educational leaders and others all have had their say. Their ideas include revisions of the curriculum at the secondary school level and at the college level and federal aid to education. But in face of the shortage of qualified science teachers, competition with industry and government for scientifically trained personnel, and the projections of increased enrollment in both the secondary schools and the colleges, few suggested as had Henry Steele Commanger in his article "The Problem Isn't Bricks, It's Brains" in the *New York Times* (Sunday, January 29, 1956, pt. VI, p. 11) how books and libraries might help in solving these seemingly tremendous teaching and academic problems.

Prior to World War II each science department in the colleges and universities pretty much went its own way. The biologists didn't worry too much about the physicists; the geologists didn't worry too much about the chemists, and the geographers were just beginning to come into their own. Each science department maintained its own small collection of books. These were largely laboratory manuals and texts and were usually housed in the office of the head of the department concerned. Then cross-disciplinarian studies came to the fore as a result of the demands of the war and the coming Space Age. The pure sciences began to take on a new look. New disciplines developed such as biophysics, geophysics, biochemistry and similar combinations. No longer would a small collection of books in a professor's office do. There were increased demands from others for the books there. As one prominent zoologist pointed out recently, not too long ago he could confine most of his work to his departmental library. Now, because of his studies, he is forced to use at least seven other departmental science libraries. Whereas centralization of science books in one place was opposed by this professor in the past, he is now one of the more active faculty members encouraging his university to develop a large central science collection.

■ Mr. Ottemiller shows early treatise on air from the Boyle Collection in the Historical Library of the Yale Medical School.

This situation was comparatively true of Middlebury College. Only a handful of volumes could be collected when the science libraries in Warner Science Hall were first put together. The collection in the Chemistry Building was small and only adequate for strictly laboratory purposes. Today, Middlebury College Library supervises a collection of over 5,000 volumes in the Chemistry Library which is housed in the Chemistry Building, and about 9,000 in the Warner Science Hall which serves the departments of biology, physics, geology, geography and drafting. These are the specialized texts and in the Starr Library there are approximately 20,000 additional volumes in the sciences. Each year approximately 150 books are added to the Chemistry Library and about 225 are added to the Warner Science Library. Fifty periodicals are received at Warner and 30 at Chemistry. The Starr Library has no special funds for science books and all purchases are made from the regular library budget. An endowed book fund would be a welcome gift as the annual income would insure the development of the science collections.

Traditionally, a liberal arts college library has been known as the laboratory for the humanities and the social sciences. The scientists have had their own kind of laboratories and the science professors depended largely upon the textbook, the lecture and the laboratory for their educational programs. As science and technology were combined, a new emphasis on science books began to appear. This emphasis is gaining each college year and it is most interesting to note the increased use today of books for collateral and cognate reading by the professors of science, technology and engineering in our leading colleges and universities. A subject area in which the college library can particularly excel is the history of science. It is here, a comparatively new subject in the college curriculum, where science students and faculty can examine and study the work of past masters and through extensive reading be stimulated to do advanced and original work.

On reading recently a manuscript proposed for publication about early doctors in the state of Connecticut, it was interesting to note that the system of medical education in existence in this country in the 18th century is closely aligned to the ideas being expounded by the leading deans of medical schools today. The preceptive system of medical education was the vogue in this country, particularly in New England, in the 18th century. Early medical teachers preferred a college education (the emphasis was on theology and the humanities) for the preliminary training for their students. After college the apprentice looked to a well-known doctor for further training and uppermost in his mind was the doctor who was not only a sound practitioner of medicine but a doctor who had a good library. In those times, of course, laboratory techniques had not been introduced in the field of medicine. As a result of their college education many of these early physicians were also ministers. The combination of medicine and the divinity can often be traced back to father and grandfather.

■ Librarian, professor and students in Chemistry Library

Doctor-clerics of the 18th century, however, not only attended to spiritual and medical needs, they were also scientists in their own right. Their work led to many early discoveries, particularly in the natural sciences. They made advances in horticulture, botany, agriculture, zoology, and other fields of learning. One biographer wrote this about his subject: he "... became the teacher of thousands, of doctors and farmers and florists and horticulturists and naturalists; teaching all of them things of which they would have been ignorant but for him, things that made them better doctors, better farmers, better naturalists and better men." There is much to be learned from the careers of men of this kind not only in the field of medicine but in all science fields. Books on the history of science along with stimulating teaching can help solve some of the educational problems of the future.

A LIBERAL arts college, such as Middlebury, does not need a large science book collection. It does need, however, a well selected collection of books in all fields of science and related studies and particularly in the newer and more important cross-disciplinary fields. Science books become obsolete quickly. Many can be added to the history of science collection; some must be discarded. This is a chore for the science faculty and the librarian. Together as a team they can develop a collection of books which will add much to the education of the scientists of tomorrow. There is another area the science student must not overlook. Modern scientists are playing an increasingly important role in politics. Scientists believe they should have an equal hand with politicians in shaping tomorrow's world. The collection will also serve the non-science student as a reading source for his better understanding of the world in which he lives and the Space Age.

In the *Columbia University Forum*, a special issue on "American Higher Education 1958," this conclusion is reached: "To teach them to think: that is the problem. It is impossible, today, for any school, undergraduate or professional, to equip its students with all the knowledge they will need to become competent engineers, doctors, farmers, or business men. On the other hand, it can provide its students with a chance to discover something with which, on their own, [*Continued on page 22*]

■ Kenneth Bart, '59, and Roxann Macdonough, '59, in Warner Science Library.

Many Years of Library Progress

MIDDLEBURY COLLEGE this year is noting the 58th Anniversary of the Egbert Starr Library with plans for remodeling and enlarging the Library. In fact, work has already started on the construction of Phase I.

Realizing that the college library of today and tomorrow should incorporate the technological and cultural changes which, in the past quarter of a century, have become perhaps the most characteristic hallmark of library service, the President and Board of Trustees of the College have accepted the exciting challenge of bringing the Middlebury library facilities up to date so as to answer the needs of both present and future generations of students and faculty members.

The College Library is strong in the humanities and has a collection of books built up over 158 years that could not be duplicated today. This collection numbers about 125,000 volumes and 100,000 documents. The Library regularly subscribes to over 500 periodicals and newspapers and maintains files of these publications. It serves as a partial depository for government documents and has a good collection of books in foreign languages which is unusually large for a small liberal arts college.

For the undergraduate, the College Library offers opportunities for instruction in the use of books and libraries. If education is a continuing process, then the undergraduate should be equipped to use the tools of knowledge after his formal training. This is particularly important at Middlebury today with the new honors program (*See Faculty Page, Summer, Your Family and Middlebury*) recently introduced at the College requiring greater use of the Library. Individual assistance is given by members of the library staff as students come to the Library with their specific questions and problems.

No longer are academic libraries limited by brick and mortar for their potential embraces the resources of libraries and institutions beyond the campus itself. Through interlibrary loan services, books from large university and public collections

■ Main entrance to the Egbert Starr Library.

■ President Stratton at the controls of a shovel during ground breaking ceremonies for the Phase I addition to the Library. Observing are, left to right, Egbert C. Hadley and Leon S. Gay, Board of Trustees.

can be secured for faculty research and special student projects. Likewise, the resources provided for Middlebury College students and faculty are available for the Addison County community-at-large, if residents are unable to satisfy their needs through their local public libraries.

In 1797, thirty-six years after Governor Wentworth of New Hampshire had granted a charter to the town of Middlebury, the Addison County Grammar School was established, and a year later a building for it was erected in the little village. At the same time some of the more progressive early settlers, headed by Gamaliel Painter, were roused by a desire for greater educational facilities, and on October 31, 1798, petitioned the General Assembly of Vermont for a college charter. Conditions were favorable to such a plan. The building provided for the Grammar School was large enough for both school and college purposes. The founders of the school had "procured books, appointed an instructor, and collected a number of students."* Jeremiah Atwater, from the younger members of the Yale faculty, had been secured for the principalship of the school, with a view to the presidency when a college charter should be obtained. After many delays on the part of the legislature this was finally granted on November 1, 1800.

Furthermore, in confident anticipation of this happy event, the Middlebury College Library was started at least six months before the date of the charter. This statement may be proved by reference to an old blank book in the possession of the Library, the first page of which bears the inscription, "Middlebury College Library Accounts

*Williams's History of Vermont.

■ Architects view of the addition to the Library now under construction from the front of Old Chapel.

April 1800." Succeeding pages contain lists of borrowers, together with a record of books they drew, proprietors' names, the "Catalogue of College Library," etc. First on the list of "Students in the Academy" who drew books stands the name of Harry Chipman, and it is further recorded that on October 6, 1800, he paid in advance to the librarian 50 cents and on the same day drew his first book, "Son of Ethelwolf."* As this Harry Chipman appears in the first catalogue of the College, November 17, 1801, it must have been at least a year earlier that he was a "student in the Academy," which confirms the 1800 date.

This old account book reveals also the interesting fact that the first book entered in the "Catalogue of College Library," along with the other seventeen volumes of the set, is still on the shelves of the Library today. It is Volume I of Dobson's Encyclopaedia, the first American edition, printed in Philadelphia in 1798, the fly-leaf of which bears the inscription, "Middlebury April 1800 College Library No. 1."

With the granting of the charter for the College, financial aid for the little library was forthcoming. About $1,000 was subscribed for the purchase of books, and this amount was divided into shares of $25 each which gave certain privileges to the shareholders. Later these shares were purchased by or given to the College. The number of books grew slowly according to the first librarian's report of which there is record. This report, dated August 20, 1835, stated that "there have been added to the Library the past year 25 volumes, thus increasing the whole number from 2407 to 2432." On the discontinuance of the Philadelphian and Philomathesian societies, two organizations that figured prominently in the early religious and literary life of the College, their respective libraries were added to the general collection. For many years the library was housed in the rear of the second floor of the Old Chapel, but in 1881 it was removed to the north division of Painter Hall where it occupied four floors. That year it began a period of progress and real efficiency in the life of the College. Daily instead of weekly opening hours were established, followed by free access to the shelves, the adoption of a card catalogue, the employment of an assistant librarian in daily attendance, the establishment of a reading room with the best of the current periodicals on the tables, a classification and rearrangement of many departments of the Library, and the granting of library privileges to others than those connected with the College. All these, and other progressive steps resulted in a largely increased use of the books.

*This book is unfortunately no longer in the possession of the Library. It appears in the printed catalogue of 1859, but in the first regular accessions book under the number 850 it is marked D (*Discarded*).

■ The Egbert Starr Library in 1900

■ Mrs. Margaret L. Fayer, College Librarian studies the Plans for the additions to the Egbert Starr Library.

As the centennial celebration of the College drew near it was hoped that a new library building might be dedicated, and the fulfillment of these hopes was made possible by the bequest of $50,000 from Egbert Starr of New York. To this amount was added $5,000 for the decoration and $5,000 for the purchase of books, by Dr. M. Allen Starr of New York, son of the donor. On

July 3, 1900, during the commencement exercises, occurred the dedication of the central portion of the present building, including the rear bookstack extension, with an address by Professor Brainerd Kellogg of the Class of 1858, who took as his subject, "Books, Their Contents and Their Uses."

This was one of the buildings that for twenty-eight years served the intellectual interests of Middlebury College. However, after fifteen or twenty of these years, during which time the growth of the College and of its library collection had been great, the accommodations for both readers and books became inadequate and in 1924 steps were taken to add a wing at each end of the building. Again Dr. Starr proved his interest by the generous offer of enough funds to carry out desirable plans and in May, 1927, ground was broken for the new wings. They were dedicated on June 16, 1928, during the Commencement period. The simple ceremony included also the dedication of the Julian W. Abernethy Library of American Literature, the main feature of the east wing, and the gift of Frank D. Abernethy of Burlington, Vt., in memory of his brother, Dr. Julian W. Abernethy, an alumnus and trustee of the College, who in August, 1923, bequeathed to the College his private library of about 5,000 volumes in American Literature, many of which are rare first editions.

President Paul D. Moody presided at the exercises and opened them with prayer. Dr. I. C. Smart of Burlington then followed with an eulogy of Dr. Abernethy, and Dr. Starr spoke briefly of libraries as they existed 4000 years before Christ and down through the middle ages. Professor Charles B. Wright was the third and last speaker. In his few choice words of reminiscence, of comment, and of appreciation, he unified and summarized the various elements and interests that make up the Middlebury College Library as it was then known and concluded with this quotation from the humourous poet of the Centennial celebration:

Some men swear by Jove or Juno,
Some by Venus, some by Mars,
But our Alma Mater—you know—
Says, quite simply, 'Bless my Starrs.'

The new wings carried out the simple classical style of the older work and were built of the same bluish white Vermont marble.

In 1952, realizing the need for an addition to the Library, the College employed as consultant Dr. Joseph L. Wheeler, himself a former librarian, specialist on library buildings, and co-author of the best book on the subject. Dr. Wheeler spent considerable time in consultation with the Librarian, members of the Library staff, the faculty Library Committee (who had previously polled the entire faculty as to their suggestions) and submitted a report in December of that year, in which he analyzed the problem and suggested several solutions.

One of these became the basis for the plans which were drawn up, in 1957, by the architectural firm of Shepley, Bulfinch, Richardson and Abbott of Boston. These plans were then changed and modified somewhat, and the final version was approved by the Trustees earlier this year. On August 5, 1958, bids for the building contract were opened, and on August 13th, excavation for this long-awaited and sorely-needed addition was started.

This present project is Phase I of the complete plans and is a four-story addition providing 164 seats at tables and carrels, plus three seminar rooms, four typing booths, and a multi-use room. A large reading room on the first floor will contain 19 carrels and 30 seats at 5 tables. In addition, it provides space for 43,000 volumes.

Phase II, as presently planned, is the complete renovation of the present building and reallocation of space. At this time the Abernethy Library will be moved to the opposite wing of the present building, with other special collections housed on the floor above, with a large open stairway leading to it. The new room will duplicate the original as closely as possible. The present main reading room will provide space for lobby, exhibit area, card catalog, with consulting tables, newspapers, etc. The present Abernethy Library will be converted into a reference room, with files of microfilm and a microfilm reading room adjacent to it. Stacks on the main floor will be removed to make room for office space, thus bringing together functions of the Library currently scattered on three floors and at extreme ends of the building.

Phase III will round out the addition with a new Reading Room and extended stack area.

The start of construction on Phase I during the past summer was made possible by generous response from individuals, foundations and corporations in answer to the Special Gifts efforts of the College's Development Program Committee. Special Gifts and pledges for the Library now total $582,256 (*Oct. 1, 1958*) and made possible the start of the construction of [*Continued on page 23*]

Campus Commentator

REPORTING THE STUDENT SIDE OF MIDDLEBURY NEWS

Members of Professor John H. Clagett's class in Expository Writing were given the Egbert Starr Library as subject matter for a theme. From thirty-nine papers submitted the following three were selected by Professor Clagett as the most outstanding.

A Larger Egbert Starr Library by Barbara E. Blick—A library is an indispensable part of any institution of higher learning. The experience of past ages is recorded there for a student's use. Life is too short to gain first-hand knowledge in every field. Through books, a student can live vicariously and thus increase his store of wisdom. A small library is better than none, but a cramped library is almost as useless as none.

A college library too small to accommodate the number of people who would like to use it almost defeats the purpose of the college. This objective, as I see it, is that of acquainting the student with more educational material than is encountered in the first twelve years of study. This material should be available through the professors certainly, but above all through the library. In this respect the Egbert Starr library is lacking, and an addition to it would mean a great deal to future Middlebury students.

In the first place, this addition would mean more room for studying AND pleasanter surroundings in which to study. This in turn would give the students a bigger incentive to use the library facilities. There would be less crowding in the building, and a student would be less aware of his neighbor. Distance from people seems to aid a student's ability to concentrate and, for this reason, more room would be more conducive to studying.

In addition to this, the student would spend more time near books. Browsing in a library leads many people to discover new material—new at least to them—and often stimulates a person's curiosity to know what lies between the covers of a book.

A larger library will also mean room for more books. At present, if the library does not have a book a student needs, the student must wait several weeks until the library is able to obtain it through the lending program with other college libraries. With more room for more books, much more information would be available on the Middlebury campus, and fewer papers would be overdue or incomplete because of lack of available information.

More books available and better study facilities—this is what the addition to the Egbert Starr library would mean to me. I am only sorry that I will not be here to enjoy it.

The Significance of Having a Better College Library by Richard E. Kim—It is a very pleasant thing to know that a constructive criticism concerning a particular problem is earnestly matched with a thoughtful effort to offer a solution for the problem. Precisely this is now being happily experienced by all on this campus in regard to the expansion program for the College Library. A concrete step has been taken by the College to meet the challenges created by the limited facilities and consequent inconveniences of the Library. An extensive improvement is planned for the Library so that it will be able to offer a better service for the main bookstacks, which will be equipped with a facility for readings-on-the-spot. The reading-rooms will be expanded, too.

In short, we are going to have a library with a "New Look." But, perhaps the most important fact is that we will be able to experience, with the improved Library, that coveted atmosphere of a library in which one can sense a prevailing air of solemness. Indeed what we prize in a library are opportunities to temporarily transcend ourselves in order to have absorbing personal contacts with the accumulations of human knowledges. The present College Library has been unable to make that precious experience available to many of us; but it will in the near future, thanks to the current program of improvement.

Undoubtedly, the contribution of the improved College Library to the Middlebury campus will be a significant one, considered from two points of view. One point of view is that we, as the students of this institution, will be enjoying an immediate benefit of tangible conditions for better study. The other point of view is that we, as the future alumni, will be happy to observe our alma mater maintaining a well-preserved tradition of being a small, closely-knit liberal arts college. For, this College is attempting to prevent an increase in its size, a fact which implies that a main emphasis is given to the improvement in quality and not in quantity. Therefore, the tradition of Middlebury College can best be preserved by maintaining and improving its quality, that is to say, the quality of the academic life of its students. Thus, a far more intense academic quality of the students is the constant aim of this College, whose purpose the Library serves as an important instrument.

Therefore, a prospect for a better College Library provides for us an encouraging significance not only for our present ties with Middlebury College, but also for our future relations with this qualitatively traditional liberal arts institution.

Shall We Study in the 'Libe'? (*suggestions on how to attempt the impossible on the eve of a Pre-A*) by Judy Jacobson—Got a little Pre-A going tomorrow at eight o'clock. A little study action—eh? So, resigned to a gruelling evening with the books, you retire to the privacy and silence of your room. A cursory glance through the open door reveals your home-away-from-home in just the state that might be expected. The tobacco tainted cloud drifts languidly about the congregation consisting of room mate and every neighbor who could conceivably find lounging area on the beds, floor, desks, and window sills. While the invaders rabidly devour the contents of your mother's latest care package, they wage verbal war over Frank Mahr's recent shipment of "stretchies" and wine skins, the Barracuda's cheeseburgers, and the Town Hall's current Italian film. Duke Ellington in the background beats out a really moving hi-fi rendition of "Caravan." Certainly it does [*Continued on page 23*]

LIBRARIAN OF COLLEGE LIBRARY — Mrs. Margaret L. Fayer

IS INTERVIEWED BY

YOUR FAMILY AND MIDDLEBURY ON . . .

MIDDLEBURY'S LIBRARY PROBLEMS

Q. In what ways is the present College Library inadequate?

A. In three major ways—seating space is needed for at least an additional 300 readers; greatly increased shelving space is required for a constantly growing book collection; more space for the library staff with more efficiently planned work areas. The current trend in education requires much greater use of the Library than was required 25 years ago. Students are encouraged to read widely in diverse books rather than to adhere solely to one assigned text.

Q. What additional services should be available in the proposed addition?

A. Plans for the new area include typing booths, seminar rooms, listening rooms, carrels, microfilm reading room, faculty studies, etc.—all of which are considered essential in modern library buildings.

Q. Will the addition require a greatly increased staff to serve it?

A. We do not anticipate that it will, since it will be much more efficiently planned and will thus effect economy of time and personnel. Of course, in time the addition of new services may result in some increase of staff to handle them.

Q. Do students use the Library as a study room? If so, could not some other provision be made for them which would be less expensive than the proposed addition to the Library?

A. It is true that students sometimes come to the Library to study their own textbooks. This seems to us quite appropriate. The atmosphere of a well-planned efficient library is most conducive to concentrated study. In addition, it is rare that a student studies for any length of time without needing to use some library materials. And lastly, since it is our aim to induce students to read more widely, it is desirable that they spend as much time as possible in the Library.

Q. What do you consider to be the role of the Library in a small liberal arts college such as Middlebury?

A. The College catalogue states that "It is the aim of the Library to provide as effectively as possible for the intellectual needs of student and faculty, to encourage recreational reading, and to stimulate a love of good books." This is what all progressive college libraries attempt to do. In view of Middlebury's emphasis on the Humanities and since it has an above-average student body, the Library's role in the educational program is indeed an important one and cannot be overemphasized.

Q. What is the policy with regard to branch libraries housed elsewhere on campus?

A. Two sizeable branch libraries now exist—in Warner Science Hall (serving the departments of Biology, Geology, Geography and Drafting, and Physics) and in the Chemistry Building. Further splintering of the collection is highly undesirable for several reasons. Such libraries cannot be as carefully supervised, trained personnel is not available to assist the student in his research, and much unnecessary duplication of material is bound to result.

Q. Would not storage of little-used material solve the problem of additional stack space?

A. For some years it has been necessary to store material in several places on campus—all of them

fairly inaccessible. This has resulted in considerable inconvenience to the reader and waste of time by staff members in procuring the material when needed. Such material does not receive the proper care, is more subject to loss, and cannot be considered to be readily available. Also stored material is often overlooked by the student who goes directly to the stacks, expecting to find there all the material the Library has on the subject of his interest.

Q. Does the Library have a policy of "weeding," i.e., disposing of superseded material?

A. Yes. Older editions are usually withdrawn when a new edition is acquired. Department heads are encouraged to go over the collections in their fields regularly and to suggest books which are no longer of value. Last year, for example, 4440 volumes were added to the collection, and 1274 were withdrawn.

Q. What disposition is made of these withdrawn volumes?

A. If the department concerned wishes to have them for use in the office, they are sent to them. If not, they are sold.

Q. How extensive is the purchase of microfilm by the Library?

A. All periodicals to which the Library subscribes and which are available on microfilm are kept in that form. Also the Library has the *New York Times* on microfilm from 1914 to date. Two microfilm readers are now in the Library. In the addition, a separate microfilm reading room with three readers is planned.

Q. How many years do you believe the proposed addition will serve the needs of the College?

A. Studies in the growth of book collections in college libraries indicate that every college library building in the country had become inadequate within 20 years of its opening since these collections on the average double themselves every 13 to 22 years. Our present building was built in 1900, two wings were added in 1928. The proposed addition, assuming a future student body of 1400-1500, should certainly be adequate until 1985.

Q. Why do the plans provide for a reallocation of present space?

A. The present reference and main reading room is really a passageway to other parts of the building, and will be such increasingly with the addition of more space—obviously not the most desirable area for study. Staff work space is presently scattered on three floors, resulting in considerable inconvenience to the staff and loss of time (with consequent increased cost) in processing. All special collections (Abernethy, Vermont, rare books) are currently supervised by one Curator and can better be handled if housed in one wing. Such arrangements will also enable us to close off this wing during slack periods, such as college vacations when the Library is open for limited use.

Q. Will it be necessary to close the Library during rebuilding?

A. Realizing the importance of the availability of its vast store of material to faculty and students, every possible effort must be made to maintain its service throughout rebuilding.

Q. Do students at Middlebury make more use of the Library than at other colleges?

A. The answer to this question cannot be determined under present overcrowded conditions. Students are frequently obliged to sit on the floor or on the stairs—a situation not conducive to study. It is impossible to estimate the number of students who would use the Library if adequate facilities were available. This is one of the most important deficiencies we hope to rectify in the enlarged building.

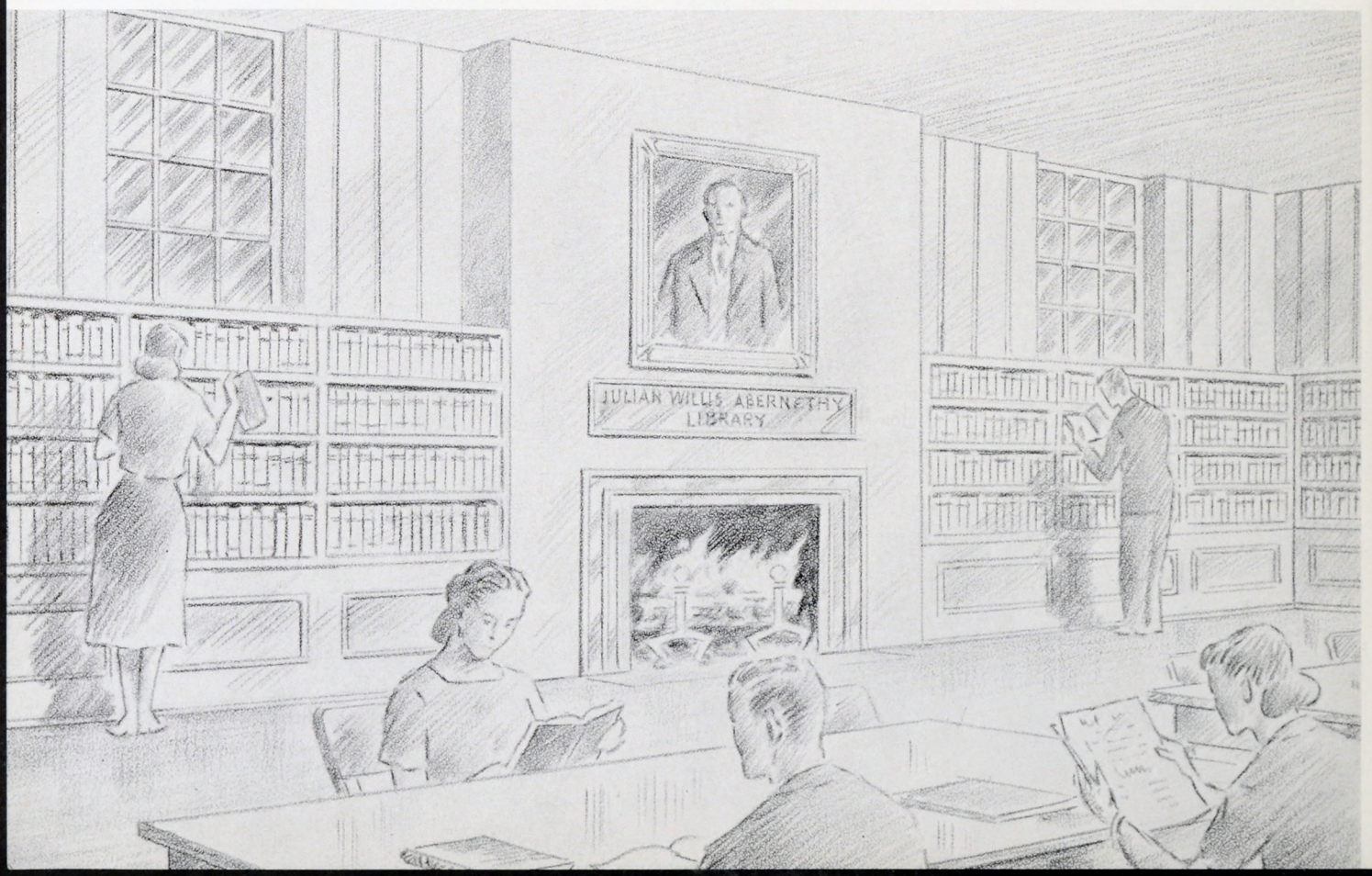
Q. What effect does the existence of the Language Schools and the School of English have on the Library?

A. Since these are essentially graduate schools, their needs are different from those of the undergraduate college. As a result of their presence on campus, the book collection in these fields has been greatly enhanced. However, their needs for quiet research areas, typing booths, lockers, etc. have not been met. The new building will correct this.

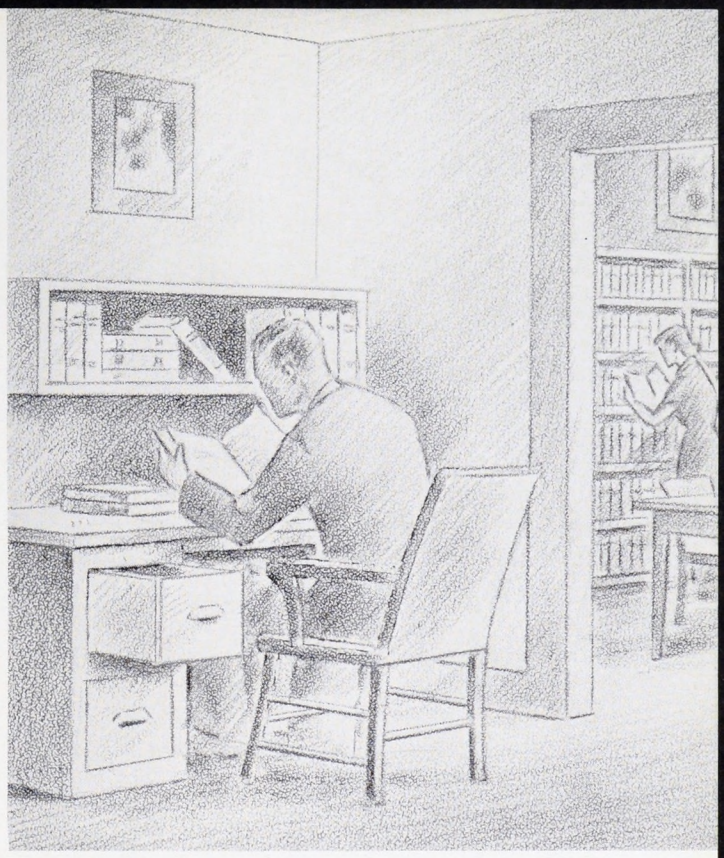
With the moving of the Abernethy Room (*as described below,*) the reading room located above the new Abernethy location will also be renovated so as to provide ample room for study and browsing in an area which will serve as an adjunct to the Abernethy Room. Special collections now scattered throughout the library at present will be housed here.

ARTIST'S SKETCHES OF SOME LIBRARY AREAS

The Abernethy Room will be moved into the present reserve book area which will be renovated (*as shown below*) to continue the same atmosphere for which it has been noted for many years. The renovations call for wood paneling.

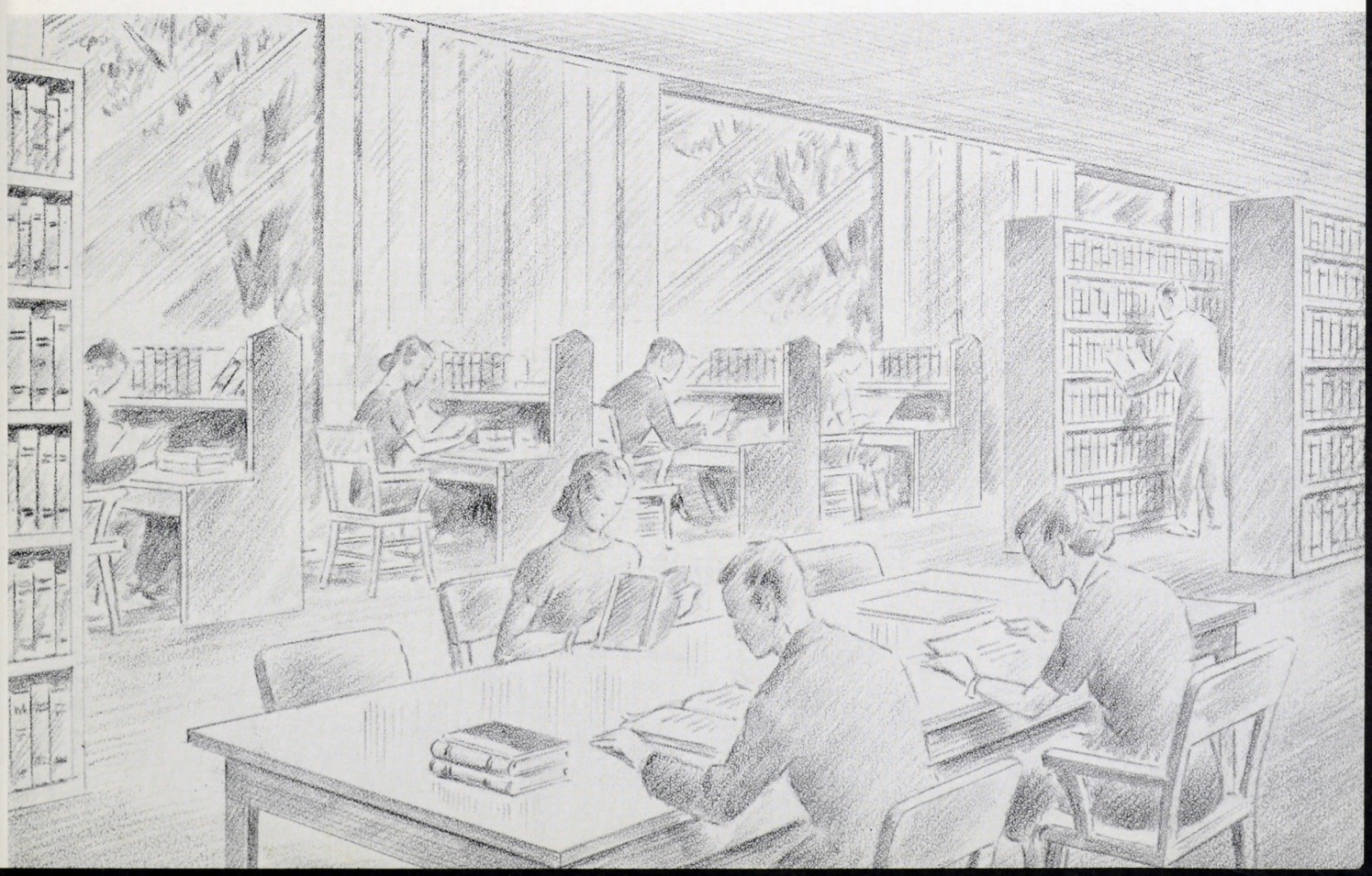


A microfilm room will enable students and faculty to utilize valuable material which is generally inaccessible in any other form. Complete film files of the *New York Times* and other important papers and documents will be kept here for efficient use and study.



Faculty studies are important to the College's faculty members who must have quiet areas where they may pursue research requiring intensive use of books and documents. Eight of these small comfortable rooms will be in the new addition to the Egbert Starr Library.

Stack and reading areas in the new addition to the College Library will be interspersed in accordance with modern library practices. For the first time carrels (individual study desks) such as pictured below, will be available for student reading and research.



with our FACULTY

By *Professor* John G. Bowker, *Dean of the Faculty*
Dr. Marion Shows, *Guest Contributor*

I have asked Dr. Shows, Assistant Professor of Religion and Philosophy and Chairman of the Faculty Library Committee, to give you his views and impressions of what improved library facilities mean for Middlebury teachers.
J.G.B.

I HAVE been asked to describe the chief benefits which I, as a teacher, expect from the new additions to the library.

My answer to the question is brief and simple: More space.

This answer, however, is probably too brief and simple to be helpful. If you are not currently a part of a college community the necessity of space most likely does not impress you deeply. Therefore my remark requires some elaboration and justification.

Consider then the following points:

1. A college is a community of students, and as the word itself suggests, students are ones who study. But in modern studies a wealth of tools is required, and the chief laboratory in which those tools are found is the modern library. The text book alone is an inadequate tool for learning. To study effectively the student must also have at his elbow, ready for immediate use, periodicals, micro-filmed materials, exhibits, bibliographies, standard reference works, and above all, books: hundreds and thousands of books of all kinds and descriptions. These tools make education possible —and only a library can provide them.

The essential point is that the student must be able to avail himself of these tools, and it is here that the problem of space becomes urgent. Here at Middlebury we have come to the point where our present library facilities are seriously overcrowded. Obviously this is a barrier to real study. As the student searches for much-needed resource material he finds that space in which to use them is difficult to find. Therefore he may neglect to make the best use of the library facilities and seek a short cut to fulfilling the requirements of his courses perhaps by studying simpler or predigested or less rewarding books in his room or elsewhere on campus.

It is true, of course, that brilliant and creative work can be done almost anywhere—theoretically. It is said that during World War II the housing shortage in England forced Charles Williams to write his novels sitting in the bathtub with his papers on a board stretched across it, but few of us have such zeal for our work. Most of us can do our work better in surroundings designed especially for it. Besides, the main point is that a library is a unique kind of institution. It possesses resources of learning that cannot be found in any other place. If the student is hindered in his access to these resources then his education and the quality of the work he produces must inevitably be endangered. At Middlebury we sometimes confront such a hindrance. One obvious example is the way some of the documents possessed by the library are presently housed around the campus. A large number of periodicals and of government documents are now stored in the basements of Forest and Hepburn halls and while it is possible for a student to use them by securing permission to go to the storage places or have a messenger do so for him, obviously many will follow the line of least resistance and not bother. Thus valuable reference works are made difficult to use.

The new additions to the library, then, plan to remedy such shortcomings and make all our material available in useful form and location. The plan to provide space in which typing is permissible is an obvious gain. In the modern day of mechanization many of us can write or take notes best with a typewriter, and when we cannot use it with library resources we feel inefficient in our work.

As a teacher, then, I welcome the new additions to our library enthusiastically. I see in them one more step in the ever-continuing process of improving our standards at Middlebury, namely, a step in the direction of bringing students directly into contact with the wealth of our culture in its indispensable repository, the library. The addition of more space for work, for book stacks, for periodicals, for collections, for seminar rooms, contributes to this meeting of the mind with the knowledge that educates it. My optimistic expectation is that with the addition to and improvement of our library the quality of work I receive from my students should improve.

2. A subordinate, but nevertheless important, point is that the proper quality as well as the proper quantity of space must be provided if study

is to be effective. By quality of space I mean the esthetic design and the practical efficiency of the arrangements. A library should be both beautiful and efficient. A library that is a dark and dreary hole, with gloomy and oppressive walls, can be a hindrance to the average student as he applies himself to his work. I realize, of course, that when a person is deeply absorbed in a book or a paper his surroundings fade from his consciousness and he inhabits a world constructed at will by his own imagination; he is free from immediate influences. Nevertheless, I feel that for many people spacious, light, and airy surroundings can act as an inducement to enter the interior world of thought. For this reason I welcome the decision to use broad expanses of glass in the new addition running from floor to ceiling. The sense of lightness and freedom that large vistas provide to the eye may also serve as a psychological and esthetic stimulation to a parallel freedom and expansiveness of thought.

The practical efficiency of the plan is also important. At present the librarian and her staff must do their work in several rooms scattered about the building, and, according to their experience, it is difficult to work well in such a spread-out arrangement. Their quarters are not well located for the most efficient work.

Naturally the students are affected by this even though they may not notice it. When the staff does not function as well as it might the student does not receive all the help he might. The manifold services rendered to the reader, the book-seeker, to the periodical-searcher and the catalogue-puzzler are less than the best. The new additions wisely include a rearrangement of the staff work-area, new and much needed stack space for the books, and other behind-the-scenes items that will all add up to quicker and more effective assistance to the student.

A parallel benefit which directly assists the teacher is the provision in the plans for seminar rooms in the new areas. This will bring the class and its discussions into ideal proximity to the sources of reference and the tools of research in a modern library as well as provide more much-needed classroom space.

All in all, then, as a teacher I expect better work from my students (and from myself as a frequenter of the library). Obviously a building by itself will not produce scholars. No one can force a person into scholarship and learning if he does not inwardly desire to learn and to know. Yet, for those who sincerely wish to make the most of their study time the new additions should be an invaluable assistance, and I can only applaud and thank those who have planned them and raised the money for their construction. The next thing I, as a teacher, would like to see us provide is more money to buy more books—but that is a subject for another article. Let's build the new shelves first and then try to fill them.

Faculty Notes

TWELVE new faculty members have joined us this fall and in addition we have welcomed three former teachers who have returned to our classrooms and two others who have been promoted from part-time to full-time responsibilities. Professor Sholes (sociology) and Dr. Freeman (French) are enjoying sabbatical leaves; Professor Walter Bogart has returned to his chairmanships of the political science department and the social science [*Continued on page 24*]

■ New members of the Faculty are (*left to right*): *seated*—Mr. Whittier, Mrs. Abbott, Mr. Nuner, Miss Galvagno, and Mr. Warner; *standing*—Capt. Chabot, Major Knight, Mr. Verbeck, Mr. Lindenfeld, Mr. Reiff, Mr. Blimberg, Mr. Baldwin, Mr. Malmstrom, Mr. Rowan, and Mr. Watkins.

THE PRESIDENT'S PAGE

[*Continued from page 2*]

worthy of your capabilities. I mention this fact with pride and with the knowledge that you will become more loyal and more deeply committed to the College if you truly understand that your predecessors on this historic campus, in part, are financing your education through present and past gifts.

What I have just said is applicable to every freshman class in the land. Now, however, I wish to become at once more discriminating and more personal. It is of course of the greatest importance to those of us who are devoted to this College and to you that you are *Middlebury*, Class of 1962. Your faculty, your deans, and all with whom you will be associated are here because we chose to be here and because we were invited to come here. You by the same token were selected from over eighteen hundred applicants and you have freely chosen to become Middlebury men and women. I assume that the excellency of our academic program influenced your decision. Yet we all know that an excellent liberal arts education can be obtained in a great many colleges. Let me put in a capsule some of the intangibles that set off Middlebury from other institutions—intangibles that I hope will make such a life-lasting imprint that an individual affection and loyalty to this College will become ingrained in you for life. The intangibles that I have in mind are the historic significance and physical site of Middlebury. This combination in turn produces a very special total environment which, unless you are completely blasé or apathetic, will exert a durable influence on your mind, your character, and your spirit . . .

In opening talks to freshmen, I have in other years tried to define the meaning of a Liberal Education and to relate our curriculum to the aims of a Liberal Education. This morning I shall only express the hope that in the classroom, laboratory, and library, and in your relationships with faculty and classmates, you will personally discover the meaning of the Liberal Arts. You will discover it when you find yourself giving thought to abstract propositions and making discriminating judgments rather than dogmatic assertions. When you begin to take pride in communicating such judgments in a discerning vocabulary, you are then glimpsing the spirit of a Liberal Education.

When you begin to gain a philosophical insight into the relation of man to his society both past and present and to your own inner motivations and behaviour, you will realize that your studies in the arts and sciences have built-in values for which there are no substitutes.

THE LIBRARY IN THE LIBERAL ARTS COLLEGE

[*Continued from page 7*]

source or fund of workable material but also he has achieved a skill which must stand him in good stead for the rest of his life either in work or in constructive play. No one after graduation can afford to neglect the library, representing as it does, the wealth of ideas and fact accumulated out of our past. Nor can anyone assume that the progression of interpretation and evolving techniques will cease when the individual has received that tentative seal of approval granted along with his higher degree. Flukes of fortune will occur but for certain good repute the well-grounded individual will ever be justified.

Through the unobtrusive medium of books one can aspire to gain any friendship one desires—for there is infinite variety, so that no matter what one's bias or eccentricity or even aberration, it is possible to find a soul who has been there before. Best of all, one receives counsel and, as a result of the communion with finer minds, oneself grows in stature, wisdom, and humanity. It is a chastening experience to strive thus to enter into a kind of exchange of ideas with great thinkers and, for this reason genuine scholars are humble people. There is a wealth of satisfaction in being able to achieve this plane of communication which can be reached through patient research and mental discipline. This is no psychic experience but the elevation or education of a good mind to a point where it can understand and interpret the ideas and logic of famous intellects.

When the student begins to make a library serve his own ends, he finds that his techniques are sharpened and his mind is toughened. This will be a stretch for an untried mind but, granted the self-discipline and the tenacity to unravel conflicting texts, there will come a glimmer of the real nature of truth.

A genuine excitement, one of the most valid and satisfactory of a college career, occurs when the student becomes truly conscious of the possibilities of his college library. Through such an insight the individual may become aware of his own awakening abilities and may be granted a recognition of the actual potential within himself. It is a heady feeling to know that one's professors and classmates, from the same sources, may have deduced unjustified conclusions either through lack of research or by infatuation with a prejudice. When this new-found power of scholarship is tempered by tolerance and courtesy, one indeed has entered into a golden company.

Wyman W. Parker, '34, has been the Caleb T. Winchester Librarian at Wesleyan University since the fall of 1956. In 1935 he received his Bachelor of Library Science degree from Columbia and four years later was awarded a Middlebury Master of Arts degree. Mr. Parker was Middlebury College's librarian from 1938 to 1941 when he entered the Navy during World War II. As a Lieut. Commander he served as an intelligence officer on the staffs of both Admiral Ernest King and General Douglas MacArthur. From 1946 to 1951 he was librarian at Kenyon College and during the next five years served in a similar capacity at the University of Cincinnati before assuming his present post. Mr. Parker is currently Vice-President and President-elect of the Association of College and Research Libraries. He is married to Jane Kingsley,'38, Parker. Mr. and Mrs. Parker are the parents of three sons: Christopher, 15; Kingsley, 11, and Andrew, 6.

SCIENCE AND THE COLLEGE LIBRARY

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they can live an extraordinary life: their ability to think." A recent Carnegie Corporation report states (*New York Times*, August 31, 1958, pt. 4, p. 9) that the liberal arts college is becoming more and more a professional school as compared to its predecessor of forty to fifty years ago. "The transformation of the liberal arts college is a recognition that higher education has a dual responsibility: to prepare youth to live and to work. And the sooner these two responsibilities are united, . . . the fuller and more effective will be their joint services to the American society." The new building program for Middlebury's Starr Library will help to provide the kind of education suggested here. The library can no longer be solely the laboratory of the humanities and the social sciences; the library-laboratory must also include the

pure sciences, technology, and the combinations of the two. The more books are used in teaching, the more college teachers can be released for individual instruction and time for their own continued preparation.

These are some of the things which can be done in the college library and constitute its contribution to the teaching of the sciences. But who can better understand this than the readers of this Newsletter, the alumni and alumnae who are understanding and responsible partners in the development of the educational program at Middlebury College.

Mr. Ottemiller has had very wide experience in the library field. He has been Associate University Librarian at Yale since 1951. Prior to that he held the following positions: Acting Chief, Division of Library and Reference Service, U. S. Dept. of State, 1948–1951; Acting Chief and Chief, Reference Division Dept. of State, 1946–48; Chief, Analysis and Abstract Section, Interdepartmental Committee for the Acquisition of Foreign Publications, Office of Strategic Services, 1944–45; Assistant to the Librarian, Brown University, 1942–44; Circulation and Reference Assistant, Columbia College Library, 1940–42; and, member U. S. Civil Service Committee on Expert Examiners, 1948. Mr. Ottemiller in addition to his Middlebury A.B. degree, holds a B.S. from the School of Library Science, Columbia Univ. He is very active in library activities, has held various offices in library organizations, and has done considerable writing for publications. Mr. and Mrs. Ottemiller are the parents of two children—Joan and John Thompson.

MANY YEARS OF LIBRARY PROGRESS

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Phase I. This represents a good percentage of the $1,350,000 estimated for the three phases of the Library Project. The goal set for contributions from Alumni of the College is $400,000; Special Gifts, $700,000; Parents, $150,000; Business, $50,000; College and Community, $25,000; and, Summer Schools, $25,000. Plans are being completed for this solicitation to get under way shortly after the start of the New Year.

Alumni have already contributed $41,000 prior to the solicitation of the more than 8,000 Alumni of the College which will get under way shortly after the New Year of 1959. Following are the amounts received or pledged as of Oct. 1st: Special Gifts, $529,500; Alumni, $41,300; Parents, $9,726; Business and Industry, $1,235; College and Community, $35; Summer Schools, $760.

CAMPUS COMMENTATOR

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not require anyone of above-average IQ to see that this would not constitute the most ideal study niche. After dislodging several guests who have seated themselves on your books, you pack up several volumes and a sheaf of incomplete class notes and head for Egbert Starr Library.

Everyone knows the place to go is the library, so you blaze a trail in that direction through seasonal banks of leaves, or downpours of hail, or sub-freezing gales to the citadel. You mount the great marble steps, try the massive oaken door—once—twice—get a run on it and throw a right shoulder block to find yourself within the edifice. Now you face the dilemma of where to deposit yourself and your books for three good solid hours of concentrated study.

Try the Abernethy Room first. After your eyes become adjusted to the obscurity, you survey the situation. Feel a little like an intruder? Here you may sink to oblivion in the depths of a corpulent arm chair or risk "Fanny Fatigue" from a position on a straight backed wooden structure. While stern old gentlemen glare at you disapprovingly, at least thirty bibliophiles coldly ignore you. If it was not for the fact that the room is already inhabited to capacity, excruciating recollections of an afternoon spent in this chamber last year during finals encourage you to beat a hasty retreat.

Next stop is Grand Central. Perhaps you will be fortunate enough to beat another frustrated hopeful to a place here. Across the table there is a discussion group attesting the relative merits of D. H. Lawrence and John Steinbeck. The door creaks open and crunches closed again. The charming duo to your left are completely entranced cooing at each other. More noise from the doorway. Several individuals make regular pilgrimages from the far recesses to the stacks—what a pain that guy is . . . letter sweater and all!—Hmmm . . . now, that girl . . . .good-looking freshman class! A little man elbows by you to delve into the contents of the *Dictionaire Française*. Can't study here. Pack up again and descend to the cage room.

Picking yourself up at the foot of the stairs where you landed after misjudging step number two, you head for the one remaining unoccupied seat. Sitting here you feel somewhat like you did in grade school at those desks that bore the remarks and autographs of several generations of students. In an attempt at finding a comfortable position you stretch your legs . . . oops, didn't intend to kick that studious young lady two seats away . . . feeble apologies. Funny how that blonde over there looks so ghastly—must be that light—everyone looks rather green. When the hourly onslaught for reserve books begins you decide to journey onward in your quest for proper atmosphere.

It's about time for a cigarette to soothe your nerves. In that case a climb upwards to the Browsing Room is in order. You realize you had tread a little loudly when every eye in the room settles on you as you tiptoe down the stairs into the nicotine haze. You observe that every desirable seat in the place is occupied as evidenced by threads of smoke arising from the depths, fringes of hair barely visible over the backs, and shoeless feet toasting on the radiators. Deep-throated emanations from the chartreuse arm chair in the corner closely resemble snores. One character slouched at the communal table is deeply concerned with the *New York Times* Sports Section, while a fellow at the other end of the table is dangerously close to falling on his spine. His chair is tipped back at a one hundred and twenty degree angle and his size fourteen feet extend across the table to rest on a pile of books. To the left a window feud is being waged. One party flings open the sash to admit the elements, while the protagonist is equally quick to slam it shut. Then of course there is the inevitable couple gazing over the desk top into each others' limpid eyes—at least they are quiet about it. Devouring the wonders of Zoo., Chaucer, and Western European History, are several bespectacled misses. All this to a background of stamping on the stairs, pencils being sharpened, and wind whistling about as the fresh air fiend wins out. You collapse on the floor, find your page, and begin staring at the words. Not too comfortable. You begin to mentally consider the possibilities of obtaining a decent seat here.

Apparently there are four possible methods of securing a place for yourself to study in. First, you could conceal yourself underneath the newspaper stand as the librarians close up for supper and thus have your choice of seats for the ensuing evening. Second, you could forego supper and take a sandwich to eat on the library steps in order to be the first in line for the gala 6:45 opening. If it were impossible to get there before full house at 6:46, you might bribe a buddy to save you a place. Finally, since the buddy could get confused about which seat to save, you would have to trek over late in the afternoon. Until the coveted chair was vacated, you could slink around and then slip some books into the seat to signify your intended occupancy. To ease your conscience concerning this underhanded move, you might even sit in the chair for a while, open a book, have a cigarette, and then leave. Granted, these alternatives require a bit of advance planning, and you're generally much too busy to outline strategy so far ahead.

Anyway everyone says the library is the place to go, but no one said you could study there. You'll find the every perch taken, the floor cold and hard, and the checking altogether too good to be conducive to study. You might just as well gather up your books and prepare for the hike back to your own clamorous opium den.

FACULTY NOTES

[*Continued from page 21*]

division. Dr. and Mrs. Illick (geography) and their four children have arrived safely in Beirut, Lebanon and he has begun his two-year assignment at the American University.

Mrs. Rita Abbott, a graduate of the Louvre School in Paris and more recently a degree candidate at our Russian Summer School, filled a new appointment as Instructor in Russian at the start of the new term. Mrs. Abbott's health failed soon after classes began and she was obliged to resign. Fortunately, Mrs. Berthe Normano, who has many friends among Middlebury undergraduates, graduates and townspeople, was able to obtain a release from her position in New York. There was little interruption of classes.

Dr. Brewster Baldwin has come to us as Assistant Professor of geology to replace Professor Charles Welby who resigned to accept an appointment at Trinity College. Professor Baldwin has taught for the last seven years at the New Mexico Institute of Mining and Technology. He is a graduate of Williams and has a Columbia Ph.D. Dr. Baldwin is the author of several geological studies. He has four children.

Mlle. Anne Baudement who was an Assistant in French last year has assumed full teaching responsibilities as an Instructor.

Mr. Alfred Blimberg, a graduate of the university of Latvia and Brown University and a former German Summer School student, is a Lecturer in German.

Capt. Robert A. Chabot is the new Assistant P.M.S.T. of the Military Department. A graduate of the U.S. Military Academy, his service covers a period of twelve years with assignments in Korea and more recently in Germany. The Chabots have two children.

Mrs. Doris C. Cammett, who substituted for Mr. Joseph Hilyard as instructor in English last winter when he became ill, now has an appointment as Lecturer in English and is carrying a full teaching load. Mrs. Cammett has her M.A. degree in English. Her husband is Mr. John M. Cammett of the Contemporary Civilization Department.

Mr. John L. Handy resigned as Director of Admissions for Men last June to return to the classroom. He is a Lecturer in English.

Major Hale H. Knight is a second new member of the Military Department. A graduate of Colorado A. and M. Major Hale's service career covers fifteen years with assignments in Burma, Trieste, Japan, South America, and most recently in Vietnam. Major and Mrs. Hale have five children.

Mr. Frank Lindenfeld is an Instructor in Sociology. A graduate of Cornell and Columbia, Mr. Lindenfeld taught last year at the University of Massachusetts.

We welcome the return of Dr. Vincent Malmstrom and family. Dr. Malmstrom was instructor in geography in 1956–57 and returns as an Assistant Professor after a year at the University of Minnesota. In Dr. Illick's absence, Professor Malmstrom will be Acting Chairman of the Geology, Geography Department. The Malmstroms now have two small children.

Mr. Robert F. Reiff is Lecturer in Fine Arts and replaces Mr. Joseph Ablow who is studying in France on a Fulbright Award. Mr. Reiff has been an assistant professor at St. Cloud State Teachers College in Minnesota, has taught at Muhlenberg and Oberlin and at the University of Chicago. He is the author of a forthcoming book, "Rajput Miniature Paintings."

Dr. William B. Rowan becomes the fourth member of our Biology Department faculty as a new Instructor. Mr. Rowan's undergraduate and graduate work was done at Cornell where he has also taught. His most recent position was with the United States Public Health Service in Puerto Rico. The Rowans have three children.

Mr. Xavier Verbeck is Instructor in economics replacing Mr. Arthur Schaefer who has returned to his graduate work at the University of Pennsylvania. Mr. Verbeck is a graduate of the University of Tulsa and has a Master's Degree from the University of Wisconsin. The Verbecks have a young son.

Dr. Charles Warner is a Lecturer in History and is offering two courses in French history which are new to the curriculum. He has taught for two years at M. I. T. and was awarded his Ph.D. by Columbia University in June of this year. Mr. and Mrs. Warner have six children including twins five months old.

Mr. James M. Watkins, Assistant Professor of French, is now in charge of the language laboratories replacing M. Fernand Marty who has accepted a position at Wellesley College with a view to the continuation of his graduate work in Boston. Mr. Watkins is a graduate of Pennsylvania State College, has an M.A. from the Middlebury French School and has studied for several years in Paris. More recently, he has been an instructor at Duke University.

Dr. Henry S. Whittier joins our English faculty and represents a net addition to the staff although he will be substituting in part for Professor Merriman who is teaching only half-time in addition to his duties as Dean of Freshman Men. A graduate of the United States Naval Academy and the University of New Hampshire, Dr. Whittier earned his Ph.D. at Yale. He and Mrs. Whittier have three sons.

In addition, four teaching assistants have been appointed:

Miss Carmen Galvagno in Spanish;

Miss Adrienne McLeod (Middlebury 1958) in psychology, a new appointment;

Mr. James Nuner in biology;

Mlle. Jacqueline Systermans in French.